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ABSTRACT

Project DARE (Drug Abuse Resistance Education) is a substance use prevention education program designed to equip elementary school children with skills for resisting peer pressure to experiment with tobacco, drugs, and alcohol. This unique program, which was developed in 1983 as a cooperative effort by the Los Angeles Police Department and the Los Angeles Unified School District, uses uniformed law enforcement officers to teach a formal curriculum to students in a classroom setting. Project DARE gives special attention to fifth and sixth grades to prepare students for entry into junior high and high school, where they are most likely to encounter pressures to use drugs. DARE lessons focus on four major areas: providing accurate information about tobacco, alcohol, and drugs; teaching students decision-making skills; showing students how to resist peer pressure; and giving students ideas for alternatives to drug use. Noteworthy features of the program are the following: (1) DARE targets elementary school children; (2) DARE offers a highly structured, intensive curriculum developed by health education specialists; (3) DARE uses uniformed law enforcement officers to conduct the class; and (4) DARE represents a long-term solution to a problem that has developed over many years. (ABL)

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An Invitation to Project DARE: Drug Abuse Resistance Education

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Bureau of Justice Assistance

PROGRAM BRIEF

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U.S. Department of Justice
Office of Justice Programs

An Invitation to Project DARE: Drug Abuse Resistance Education

Information You Need to Decide Whether Your Community is Prepared to Commit the Time, Energy and Resources Required to Implement this Program

Program Brief

Bureau of Justice Assistance

June 1988

U.S. Department of Justice
Office of Justice Programs
Bureau of Justice Assistance

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U.S. Department of Justice
Office of Justice Programs
Bureau of Justice Assistance

Office of the Director *Washington, D.C. 20531*

I am pleased to present to you An Invitation to Project DARE: Drug Abuse Resistance Education. The DARE program provides law enforcement and teachers with an exciting approach for working together to prevent drug use among school children. DARE is a positive program through which uniformed police officers function as classroom instructors to deliver a 17 part curriculum to elementary and middle school students. This semester-long effort equips students with drug information, methods to enhance self-esteem, specific analytical and decision-making skills and the motivation to employ the skills learned.

Through our efforts to aid state and local units of government in their fight against drug abuse, we have received many requests for assistance in developing programs to help our youth resist pressure to experiment with drugs. In response to these requests, the Bureau of Justice Assistance selected the DARE program for demonstration.

This program, which was originally developed and found to be very successful in Los Angeles, has been tested by the Bureau in a number of cities throughout the country. It has been greeted with enthusiasm both by law enforcement and school personnel. Locally and nationally funded evaluations have found positive results among students participating in the DARE program. Interest in the program has spread throughout the country, and representatives from over 300 police departments have received extensive training. A number of states are implementing DARE and DARE-like programs with funds available under the Justice Assistance Act.

The growing interest in DARE, the comprehensive nature of the program and the complexities inherent in joint action by social systems as different as enforcement and education, led the Bureau of Justice Assistance to conclude that a "blueprint" for the program was essential. This "Invitation" is the first step in offering that "blueprint" and will provide you with the information you need to decide whether your community is prepared to commit the time, energy and resources required to implement this program. A detailed implementation guide is available for those communitites which decide to implement DARE.

DARE provides a unique opportunity for law enforcement and the schools to work together to reduce drug abuse. It also offers law enforcement an effective means for positive influence on the lives of our youth. I hope that you will accept this Invitation to Project DARE and accept the challenge of helping our children to say no to drugs.

Sincerely,

Charles P. Smith
Director

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Preface

In response to the mounting national concern about the use of drugs by American youth, the Bureau of Justice Assistance has funded the development of this publication to inform law enforcement officers, educators, government officials, and other concerned citizens about Project DARE, an exciting approach to preventing substance use among school children.

Project DARE (Drug Abuse Resistance Education) is a substance use prevention education program designed to equip elementary school children with skills for resisting peer pressure to experiment with tobacco, drugs, and alcohol. This unique program, which was developed in 1983 as a cooperative effort by the Los Angeles Police Department and the Los Angeles Unified School District, uses uniformed law enforcement officers to teach a formal curriculum to students in a classroom setting. Project DARE gives special attention to fifth- and sixth-grades to prepare students for entry into junior high and high school, where they are most likely to encounter pressures to use drugs.

DARE lessons focus on four major areas:

- Providing accurate information about tobacco, alcohol, and drugs
- teaching students decision-making skills
- showing students how to resist peer pressure
- giving students ideas for alternatives to drug use

This innovative program has several noteworthy features:

- ***DARE targets elementary school children***. Junior high and high school drug education programs have come too late to prevent drug use among youth in the past. Therefore, substantial numbers of young people have reported initiating use of alcohol, tobacco, and marijuana by junior high school.*
- ***DARE offers a highly structured, intensive curriculum developed by health education specialists***. A basic precept of the DARE program is that elementary school children lack sufficient social skills to resist peer pressure and say no to drugs. DARE instructors do not use the scare tactics of traditional approaches that focus on the dangers of drug use. Instead, the instructors work with children to raise their self-esteem, to teach them how to make decisions on their own, and to help them identify positive alternatives to tobacco, alcohol, and drug use. The curriculum addresses learning objectives in keeping with those of state departments of education and conforms with health education standards.
- ***DARE uses uniformed law enforcement officers to conduct the class***. Uniformed officers as DARE instructors not only serve as role models for children at an impressionable age, but also have high credibility on the subject of drug use. Moreover, by relating to students in a role other than that of law enforcement, officers develop a rapport that promotes positive attitudes toward the police and greater respect for the law.
- ***DARE represents a long-term solution to a problem that has developed over many years***. Many people believe that, over time, a change in public attitudes will reduce the demand for drugs. DARE seeks to promote that change. Equally important, DARE instructors help children develop mature decision-making capabilities that they can apply to a variety of situations as they grow up.

For those interested in learning how to bring this novel program to their community, the Bureau of Justice Assistance has also published *Implementing Project DARE: Drug Abuse Resistance Education*, an implementation manual which provides a step-by-step description of how to implement Project DARE as well as model forms and other materials.

The manual is available from:

Dorothy L. Everett
Bureau of Justice Assistance
633 Indiana Avenue, N.W.
Washington, D.C. 20531
(202) 272-4604

*L.D. Johnston, P.M. O'Malley, and J.G. Bachman, *Drug Use Among American High School Students, College Students, and Other Young Adults: National Trends Through 1985* (Rockville, Md.: National Institute on Drug Abuse, 1986).

Acknowledgments

Working with a program that generates the excitement and commitment that Project DARE does is a special privilege. We wish to thank the following individuals for their assistance with this document:

- Lieutenant Rodger Coombs, Los Angeles Police Department; Dr. Ruth Rich and Johanna Goldberg, Los Angeles Unified School District; Lieutenant Wayne Garrett, Virginia State Police Department; and John Gregrich, Bureau of Justice Assistance, who faithfully read and commented upon drafts and provided numerous supporting materials
- Our colleagues at the Education Development Center, Marc Posner, Vivian Guilfoy, and Debra Whitcomb, for meticulously reviewing the draft
- Michelle Toledo for patiently producing each version
- Our Program Manager, Dorothy Everett, for her careful oversight of our efforts.

Finally, we thank the Bureau of Justice Assistance for making it possible to inform more communities about Project DARE and its potential for arresting the demand for drugs.

An Invitation to Project Dare: Drug Abuse Resistance Education

America has a drug problem.

It is a problem that exacts an enormous toll in human suffering, in the expenditure of public monies, and, more importantly, in the enormous waste of human potential.

It is a festering problem whose solution has so far eluded us.

Despite urgent warnings from parents, educators, and the mass media, many of our nation's young people experiment with and use a variety of harmful substances, including tobacco, drugs, and alcohol.[1] An annual survey of high school seniors conducted for the National Institute on Drug Abuse found that, in 1985, only 8 percent of students had never used alcohol, and only 31 percent had never smoked cigarettes. Over two thirds of those seniors reported use of at least one illicit substance, with over one half (54%) having used marijuana.[2] Children as young as age 9 report that marijuana is "easy to get."[3]

Until recently, law enforcement strategies have focused on the supply side of the drug problem, with millions of dollars spent each year to control the distribution and sale of illicit drugs. Despite the confiscation of tons of narcotics, and despite thousands of arrests, the drug trade continues to flourish.

Law enforcement experts now recognize that the problem of substance use must be addressed by stemming demand, especially among young people who might become tommorrow's drug users. A recent report issued by the Commission on Organized Crime concludes that the only way to significantly reduce the drug problem in the United States is through eliminating the demand for drugs.[4]

School children must be educated to recognize the dangers of drug use and to resist both the subtle and the direct pressures on them to experiment with and use drugs.

Arresting Demand: The Development of Project DARE

In 1983, Chief Daryl Gates of the Los Angeles Police Department (LAPD) recognized that, to prevent substance use among children, he would need the cooperation of the Los Angeles Unified School District (LAUSD). Under Chief Gate's direction, the LAPD collaborated with Dr. Harry Handler, Superintendent of LAUSD, to launch a drug use prevention education program that employs law enforcement officers in elementary classrooms as regular instructors.

A review of existing substance use curricula by Dr. Ruth Rich, a health education specialist from LAUSD, showed that lessons concentrating on techniques for resisting peer pressure, on self-management skills (decision making, values clarification, and problem solving), and on alternatives to drug use appeared to have the greatest degree of success.[5] These methods were incorporated into the DARE curriculum, challenging students to consider the consequences of their actions and involving them in classroom exercises that gave them the opportunity to practice what they had learned.[6]

During Project DARE's first year, 1983–84, ten officers taught the new curriculum to more than 8,000 students in 50 Los Angeles elementary schools. Subsequently, the DARE program, which originally targeted senior-level elementary students (fifth- or sixth-grades), was expanded to include a junior high curriculum and lessons for grades K-4. By 1986, the program had grown to reach all 345 elementary and 58 junior high schools in the city.

Based on this success, Chief Gates invited other jurisdictions to send officers to Los Angeles for 80 hours of intensive DARE training. Officers from 33 states representing 398 agencies have now learned how to bring the DARE curriculum to the children in their communities. Because the growing demand for DARE training exceeds the LAPD's capacity, the Bureau of Justice Assistance plans to fund the establishment of up to three DARE regional training centers in 1988.

The excitement about Project DARE continues to grow. In October 1986, the Bureau of Justice Assistance awarded grants to seven jurisdictions for planning and organizing DARE implementation. The Department of Defense plans to establish DARE in all of its schools for military dependents. New Zealand plans to implement DARE in association with its law-related education program. Other countries, including England and Australia, are investigating the introduction of Project DARE in their schools as well.

There are now a Spanish version and a Braille translation of the student workbook used in the classroom. Efforts are under way to develop strategies for teaching DARE to hearing-impaired and other special needs students.

Program Goals and Objectives

Goal:

To prevent substance use among school children.[7]

The DARE program targets children before they are likely to have been led by their peers to experiment with tobacco, drugs, and alcohol. By reaching children at an age when they are most receptive to drug prevention education, Project DARE seeks to prevent adolescent drug use and to reduce drug trafficking by eliminating the demand for drugs.

Objectives:

- To equip elementary and junior high students with the skills for recognizing and resisting social pressures to experiment with alcohol, tobacco, and drugs
- To help students develop self-esteem
- To teach positive alternatives to substance use
- To develop students' skills in risk assessment and decision making
- To build students' interpersonal and communications skills

Project DARE achieves these objectives by training carefully selected veteran law enforcement officers to teach a structured, sequential curriculum in the schools.

An important by-product of Project DARE is the positive impact of uniformed law enforcement officers, working in classrooms in a nonthreatening, preventive role, upon the image of law enforcement in the community.

A Program That Works: Evaluation Results

Evaluations of Project DARE in Los Angeles reveal great enthusiasm for the program among school principals and teachers who say that DARE students are less accepting of substance use and better prepared to deal with peer pressure as a result of the DARE lessons. Moreover, these educators find that, because DARE students get to know police officers in a positive, nonpunitive role, they have a greater respect for both the law and law enforcement personnel.[8] Beyond that, students receiving the DARE curriculum in elementary school show greater improvement, compared with non-DARE students, in grades for work habits and cooperation during their first semester in junior high.[9]

A short-term evaluation for the National Institute of Justice also demonstrates the impact of Project DARE on the knowledge, attitudes, and self-reported behavior of seventh-grade students who received DARE in the sixth grade.[10] These students, compared with those who had not had DARE, indicated significantly lower substance use since graduation from the sixth grade. Moreover, DARE students, when asked to imagine friends pressuring them to use drugs or alcohol, were significantly less likely to indicate acceptance of the offer than were non-DARE students. DARE students were also more likely to use effective refusal strategies emphasized by the DARE curriculum.

In 1985, Los Angeles initiated a seven-year study of DARE and non-DARE students to assess the long-term impact of the program on students' knowledge, attitudes, and self-reported drug use.

Key Program Elements

To implement DARE effectively, specific elements are essential:[11]

Joint Planning

DARE requires the investment and collaboration of both law enforcement and education agencies. The initiative may be taken by either agency or by a third party, such as the mayor's office or a parents' group. However, both education and law enforcement agencies must be involved early in planning for implementation. Many issues are likely to arise during the planning period:

- ***Will school and police administrators have difficulty working together?*** Schools and police have different administrative styles and are not commonly accustomed to working together. Communities find, however, that a structured program and a mutual commitment to preventing substance use among young people provide strong motivation for pursuing this cooperative effort.
- ***Will there be resistance in the education community to a law enforcement presence in the classroom?*** Police officers are usually viewed as law enforcers, not as teachers. However, DARE officers are well-trained, committed individuals who quickly prove their effectiveness as classroom teachers. When teachers and administrators observe individual officers instructing individual classrooms, resistance evaporates.
- ***Are there other school-based programs currently in use or being introduced to combat adolescent drug use?*** A long-standing concern about substance

use has generated many approaches to prevention education. School systems must choose among many curricula and allocate their limited resources effectively. Other educators or health specialists may be committed to another approach and may not recognize how DARE can fit into the total health education program. To meet these legitimate concerns, proponents of competing programs should be invited to participate in the planning process. In Massachusetts, for example, where a strong consensus for teacher-led instruction had emerged, DARE came to be viewed as one component of a comprehensive, multicurriculum health education strategy.

- ***How can Project DARE fit into an already full classroom schedule?*** Schools are concerned that the teaching of basic skills may be neglected as the demands increase to address other topics of social concern. The DARE curriculum, which was developed by health education specialists, is multifaceted, emphasizing basic skills that students must learn to make reasoned choices for good health. Moreover, DARE incorporates the application of language arts into many of its lessons. Some programs have identified ways in which the DARE curriculum meets learning objectives established by the State Department of Education.
- ***Can the law enforcement department afford to reassign officers to classroom duty?*** Each veteran officer on patrol is important in the fight against crime. Administrators, therefore, need to decide whether assigning an officer to Project DARE is worth the cost of a reduced presence on the street. Law enforcement administrators in nearly 400 jurisdictions, having recognized the limitations of past approaches to our nation's drug problems, have determined that it is.

  One officer instructor can serve as many as ten elementary schools or up to 40 classes per year. Consequently, small law enforcement departments, which may have special concerns about the time required for DARE implementation, will find that an officer can work part-time as a DARE instructor with the balance of the officer's time being devoted to other departmental activities.

Written Agreement

Implementation of DARE requires a partnership between law enforcement and education systems. A written agreement between law enforcement and school officials demonstrates each agency's commitment to Project DARE and defines their respective roles. This agreement generally includes:

- A statement of their mutual commitment to implement DARE as a strategy to prevent substance use among children
- The law enforcement role: to assign in a non-law enforcement role qualified officers who will teach the DARE curriculum in the schools
- The school role: to provide classroom time for lessons, coordinate scheduling, and encourage teachers to support and reinforce classroom activities
- Program scope: the grade(s) to be targeted and the number of schools and students to be reached
- Specification of the agency responsible for providing such resources as student workbooks and films
- Specification of the agency responsible for program oversight
- Procedures for regular communication between the two agencies

Officer Selection

The high quality of the officer instructors is the keystone of the DARE program. Officers must volunteer for the program on the basis of a solid commitment to preventing substance use among young people and must have a clean record, a minimum of two years street experience, maturity, and good communication and organizational skills.

The officers should be from the local community, where they will be seen and recognized by students. However, when communities are small or do not have resources to assign a local officer, state police or sheriffs' deputies can teach the program. As noted above, this commitment may be part-time.

The selection process generally involves posting of the position, preliminary screening, and a formal interview by a review panel that can include both police and school personnel. During these interviews, DARE candidates frequently reveal skills and experience that have lain dormant, yet qualify them for this unique challenge. School panelists have often commented on how instructive participation in officer selection has been in eliminating their misconceptions about police capabilities.

Officer Training

Training for DARE officers consists of an intensive two-week (80-hour) seminar jointly presented by law enforcement and education agencies. Several states now offer DARE officer training, using a format

developed and certified by the Los Angeles Police Department. To maintain the integrity of the DARE program, it is essential that officers be trained by certified agencies.*

The DARE training curriculum includes:

- An overview of current drug use prevention activities
- Communication and public speaking skills
- Learning methodology and classroom behavior management
- School/police relationships
- Police/parent community relationships
- Stages of adolescent chemical dependency
- Audiovisual techniques and other teaching aids
- Program administration
- Sources of supplementary funding

The most important component of the training is the modeling of each lesson by experienced DARE officers (or "mentors"). Each trainee then prepares and teaches one lesson to fellow trainees, who play the role of fifth- or sixth-graders, and who subsequently evaluate the officer's performance. Mentors advise and support trainees throughout the training, by helping them prepare for presentations and offering suggestions for improvement.

Training sites also provide orientation sessions for law enforcement and education administrators. These sessions provide an opportunity for managers to discuss organizational issues associated with DARE implementation and to review forms and systems for monitoring and record-keeping.

Core Curriculum

The DARE core curriculum targets fifth- and sixth-grade elementary school students who will be graduating into junior high at the end of the year. The curriculum consists of seventeen 45- to 60-minute lessons to be conducted by the DARE officer on a weekly basis. The lessons are structured, sequential, and cumulative. They employ a wide range of teaching strategies that emphasize student participation, including question-and-answer, group discussion, and role-play activities.

The curriculum is designed to equip students with skills for recognizing and resisting peer influences and other pressures to experiment with substances. In addition to building refusal skills, the lessons focus on the development of self-esteem, risk assessment and decision-making skills, interpersonal and communication skills, critical thinking, and the identification of positive alternatives to substance use. A listing of the 17 DARE lessons appears at Appendix C: Page 9.

The DARE curriculum is available only to those officers who have completed certified training.

Classroom Instruction

Typically, officers are assigned to each school for a full day. Thus, one officer can serve up to five schools per week per semester, or ten schools in a two-semester school year.

Officers are to be regarded as members of the school faculty. This means that, while at the school as DARE instructors, they can be called upon to act in a law enforcement role *only* in an emergency. It is recommended that part-time DARE officers be assigned to units such as community services in order to avoid law enforcement duties that may conflict with the DARE image or result in court dates that could interfere with classroom obligations.

Informal Officer/Student Interaction

In addition to their formal classroom teaching, DARE officers spend time on the playground, in the cafeteria, and at student assemblies to interact with students informally. They may organize a soccer match, play basketball, or chat with students over lunch. In this way students have an opportunity to become acquainted with the officer as a trusted friend who is interested in their happiness and welfare. Students occasionally tell the officer about problems such as abuse, neglect, alcoholic parents, or relatives who use drugs. The officer refers these cases to the school principal or to appropriate resources in the community.

Teacher Orientation

The officer needs the support and understanding of classroom teachers to function effectively in the classroom. The DARE officer provides an in-service orientation for teachers at the beginning of the school year to familiarize them with the DARE curriculum,

*States that have developed this training capacity include Arizona, Illinois, Massachusetts, North Carolina, Virginia, and Washington. Virginia provides its officers with 120 hours of training in order to certify them as classroom instructors.

explain their respective roles, and identify ways they can cooperate in effectively communicating DARE's objectives to the students.

Classroom teachers are expected to stay in the classroom during the DARE instruction. Because they know the students well, teachers can share with the officers ways to handle classroom behavior. Frequently they assist with organizing role-play exercises, seeing that students complete their homework, or providing lessons during the week to reinforce the DARE officer's teaching. To encourage such involvement, the curriculum contains extended activities that teachers may choose to introduce.

Parent Education Evening

The cooperation and understanding of parents are essential to any substance use prevention effort. During the semester, parents are invited to an evening session at which the DARE officer explains the DARE program, describes ways to improve family communications and to recognize and respond to symptoms of substance use in their children, and provides information about available counseling resources. Some communities report that enthusiastic parents have organized follow-up informational drug prevention activities as a result of these DARE officer-led parent education evenings.

Community Presentations

Police, educators, and others committed to the success of this effort need to ensure that the program is visible and widely accepted. Meeting with groups representing all segments of the community, including parents and civic groups, community-based organizations, housing projects, and local businesses, promotes the level of community understanding and support that is essential for DARE's successful implementation.

Community support may also help to ensure program continuity if a scarcity of resources threatens to interrupt program activities. Community service organizations frequently supplement program resources by paying for student workbooks or by providing student T-shirts, bumper stickers, or other promotional materials that demonstrate the community's commitment to substance use prevention. This kind of support reinforces for students the importance of saying no to drugs.

DARE Enrichment Activities

DARE's developers have created several activities to supplement the core curriculum for grades 5 or 6.

- **K-4 Visitation Lessons**
  Typically, an officer can teach up to four fifth- or sixth-grade classes per day. As time permits, the officer can visit each of the lower grades to introduce the students to the DARE concept. A K-4 curriculum is available for this purpose. The lessons, each 15–20 minutes long, cover such topics as personal safety, obeying of laws, and helpful and harmful uses of medicines and drugs.

- **Junior High Curriculum**
  A ten-session junior high curriculum, which targets grade 7, has been developed to reinforce the lessons of the elementary level curriculum. To accommodate an already crowded classroom schedule, these sessions are usually taught during the health education block of instruction. In Los Angeles, DARE officers also visit grades 8 and 9. They use timely events—such as the death of Len Bias—to discuss drugs and their impact and to review critical-thinking and decision-making skills. The DARE officer assigned to the junior high school works closely with the school counseling staff on a variety of activities. These include not only formal classroom teaching, but also taking part in individual and group discussions with students considered "at risk," supervising sports or drill teams, and organizing contests and special assemblies.

- **Modified Curriculum**
  Communities do not always have the resources to establish DARE in every elementary school. To respond to requests for a DARE education program in private and parochial schools not receiving the full curriculum, Los Angeles has developed an abbreviated program. This program includes a morning assembly for groups of students from grades 5 to 8, with follow-up visits to individual classrooms after lunch (reaching students at all these grade levels may require several days). Parent evenings are offered to these schools as well.

What Are The Costs and Who Will Pay?

Personnel

- ***One full-time law enforcement officer for every ten elementary schools.*** The cost of reassigning a law enforcement officer is generally borne by the law enforcement agency. In some communities, the school department pays the officer's salary or shares the cost with the law enforcement agency.

- ***Program coordinator.*** Unless a program is very large, the coordinator generally holds another position, such as school health education coordinator or police community relations officer.

Other Costs

- ***Officer training***. While the Los Angeles Police Department has provided training to the majority of DARE officers, several states have also developed training capacities. This training is generally offered at no charge, but communities sending officers must pay travel, lodging, and meal costs, which may be paid from school or law enforcement budgets. In some communities, service clubs underwrite the cost.
- ***DARE curriculum***. The curriculum supplied by the Los Angeles Unified School District is only released to communities with officers who have been trained to teach DARE. The curriculum is supplied either free or at a nominal charge.
- ***DARE workbook***. A workbook, approximately 35 pages long, must be printed for each student who participates in the core fifth/sixth-grade curriculum. Depending on the quality of the cover and the number of copies produced, costs range from $1 to $6 per student. The cover and printing costs can be paid by the school department, the law enforcement agency, a local service organization, or a bank or other local business.
- ***Films***. The film *Drugs and Your Amazing Mind* is used for the lesson introducing students to the impact of harmful substances. The film *Sons and Daughters—Drugs and Booze* is shown at the parent education evening. Total cost for both films is approximately $900. To reduce cost, films may be shared by communities or borrowed from local film libraries.

  These films may be paid for by the law enforcement agency, the school department, or a local private funding source, such as a service organization, bank, or other business.
- ***Handouts***. Officers need to photocopy handouts for students, for teacher orientation, and for parent meetings. DARE officers generally use photocopying machines at the school or in their own agency.
- ***Classroom supplies***. Classroom presentations are frequently more interesting to students when there are visual displays. Many DARE officers make posters or transparencies for selected lessons. Supplies may be provided by school departments or donated by local school suppliers.
- ***Promotional materials***. The distribution of brochures, T-shirts, buttons, or bumper stickers enhances support for any program. In many communities, service organizations willingly donate these kinds of items.

Money for DARE activities has come from many different sources. Because substance use prevention education for young people is a high priority in many communities, local revenues are often allocated to cover personnel and supplies. In some local jurisdictions funds from the sale of confiscated drug property have been appropriated.

Information about other possible funding sources is widely available. Notices regarding the availability of federal funding appear in the *Federal Register* and *Commerce Business Daily*, which can be obtained at regional federal offices and some libraries. To subscribe, contact the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402-9731, telephone (202) 783-3238.

State funding may be available through State Departments of Health and Human Services, Public Safety, or Education, or Justice Assistance Act block programs. Many states publish funding notices similar to those available at the federal level.

Information about private foundations and corporate giving programs is available from the Foundation Center through a national network of library reference collections. To find out about the nearest collection, call (800) 424-9836 toll-free.

DARE AMERICA is a national nonprofit corporation established to create nationwide awareness of the DARE program and its effectiveness. It coordinates a national funding campaign to supply printed educational materials, notebooks, films, and other teaching aids to law enforcement agencies interested in establishing DARE. For more information, contact Sergeant Jerry Scott, (213) 485-3277.

Appendix A
Sources of Further Information

Bureau of Justice Assistance/ DARE Program Manager

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Appendix B
Publications

DeJong, W., "A Short-Term Evaluation of Project DARE (Drug Abuse Resistance Education): Preliminary Indications of Effectiveness." *Journal of Drug Education* (in press).

Arresting the Demand for Drugs: Police and School Partnerships to Prevent Drug Abuse. Washington, D.C.: National Institute of Justice, 1987.

"Project DARE: Teaching Kids to Say No to Drugs and Alcohol." *NIJ Reports*, March 1986, pp. 2–5.

Gates, Daryl F. "Educators + Police = DARE." *NJASA Perspective*. no. 4 (Spring 1987): 7

"Drug Abuse Resistance Education." *The Police Chief*, October 1986.

"LAPD's Project DARE." *School Safety*, Spring 1986, pp. 26–27.

"DARE Program." *California Fraternal Order of Police Journal*. 6, no. 2 (Spring 1985): 47–53.

U.S. Department of Education. *What Works: Schools Without Drugs*. Washington, D.C.: U.S. Department of Education, 1986. Describes model approaches to drug abuse prevention, including DARE, and contains an extensive list of publications. Available free of charge by calling (800) 624–0100 or writing Schools Without Drugs, Pueblo, CO 81009.

Contact also:

Office of Substance Abuse Prevention
U.S. Department of Health and Human Services
Parklawn Building
5600 Fishers Lane
Rockville, MD 20852
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Appendix C
DARE Lessons

The DARE curriculum is organized into seventeen classroom sessions conducted by the police officer, coupled with suggested activities taught by the regular classroom teacher. A wide range of teaching activities are used—question-and-answer, group discussion, role-play, and workbook exercises, all designed to encourage student participation and response.

The following brief summaries of each lesson capture the scope of the DARE curriculum and show the care taken in its preparation. All of these lessons were pilot tested and revised before widespread use began.

1. ***Practices for Personal Safety***. The DARE officer reviews common safety practices to protect students from harm at home, on the way to and from school, and in the neighborhood.

2. ***Drug Use and Misuse***. Students learn the harmful effects of drugs if they are misused as depicted in the film, *Drugs and Your Amazing Mind*.

3. ***Consequences***. The focus is on the consequences of using and not using alcohol and marijuana. If students are aware of those consequences, they can make better informed decisions regarding their own behavior.

4. ***Resisting Pressures to Use Drugs***. The DARE officer explains different types of pressure—ranging from friendly persuasion and teasing to threats—that friends and others can exert on students to try tobacco, alcohol, or drugs.

5. ***Resistance Techniques: Ways to Say No***. Students rehearse the many ways of refusing offers to try tobacco, alcohol, or drugs—simply saying no and repeating it as often as necessary; changing the subject; walking away or ignoring the person. They learn that they can avoid situations in which they might be subjected to such pressures and can "hang around" with non-users.

6. ***Building Self-Esteem***. Poor self-esteem is one of the factors associated with drug misuse. How students feel about themselves results from positive and negative feelings and experiences. In this session students learn about their own positive qualities and how to compliment other students.

7. ***Assertiveness: A Response Style***. Students have certain rights—to be themselves, to say what they think, to say no to offers of drugs. The session teaches them to assert those rights confidently and without interfering with others' rights.

8. ***Managing Stress Without Taking Drugs***. Students learn to recognize sources of stress in their lives and techniques for avoiding or relieving stress, including exercise, deep breathing, and talking to others. They learn that using drugs or alcohol to relieve stress causes new problems.

9. ***Media Influences on Drug Use***. The DARE officer reviews strategies used in the media to encourage tobacco and alcohol use, including testimonials from celebrities and social pressure.

10. ***Decision-Making and Risk-Taking***. Students learn the difference between bad risks and responsible risks, how to recognize the choices they have, and how to make a decision that promotes their self-interests.

11. ***Alternatives to Drug Abuse***. Students learn that to have fun, to be accepted by peers, or to deal with feelings of anger or hurt, there are a number of alternatives to using drugs and alcohol.

12. ***Role Modeling***. A high school student selected by the DARE officer visits the class, providing students with a positive role model. Students learn that drug users are in the minority.

13. ***Forming a Support System***. Students learn that they need to develop positive relationships with many different people to form a support system.

14. ***Ways to Deal with Pressures from Gangs***. Students discuss the kinds of pressures they may encounter from gang members and evaluate the consequences of the choices available to them.

15. ***Project DARE Summary***. Students summarize and assess what they have learned.

16. ***Taking a Stand***. Students compose and read aloud essays on how they can respond when they are pressured to use drugs and alcohol. The essay represents each student's "DARE pledge."

17. ***Culmination***. In a schoolwide assembly planned in concert with school administrators, all students who have participated in Project DARE receive certificates of achievement.

Endnotes

1. R.H. Coombs, F.I. Fawzy, and B.E. Gerber, "Patterns of Cigarette, Alcohol, and Other Drug Use Among Children and Adolescents: A Longitudinal Study," *International Journal of the Addictions* 21 (1986): 897–913.

2. L.D. Johnston, P.M. O'Malley, and J.G. Bachman, *Drug Use Among American High School Students, College Students, and Other Young Adults: National Trends through 1985* (Rockville, Maryland: NIDA, 1986).

3. *Education USA*, May 25, 1987, p. 298.

4. *Richmond Times-Dispatch*, March 4, 1986.

5. A.J. Battjes, "Prevention of Adolescent Drug Use," *International Journal of the Addictions* 20 (1985): 1113–1141; J.M. Polich, P.L. Ellickson, P. Reuter, and J.P. Kahan, *Strategies for Controlling Adolescent Drug Use* (Santa Monica, Calif.: Rand, 1984).

6. Project DARE's core curriculum for fifth- and sixth-grade students was adapted by Dr. Ruth Rich, a health education specialist with the Los Angeles Unified School District, from a curriculum for Project SMART (Self-Management and Resistance Training), a prevention curriculum designed by the Health Behavior Research Institute of the University of Southern California, with funding from the National Institute on Drug Abuse.

7. See also W. DeJong, "Project DARE: Teaching Kids to Say No to Drugs and Alcohol," *NIJ Reports*, March 1986, pp. 2–5.

8. There are three evaluation reports prepared by the Evaluation Training Institute in Los Angeles and written by G.F. Nyre: (1) *An Evaluation of Project DARE* (1984), (2) *Final Evaluation Report, 1984–1985: Project DARE* (1985), and (3) *DARE Evaluation Report, 1985–1986: Project DARE* (1986).

9. Nyre, *DARE Evaluation Report* (1986).

10. W. DeJong, "A Short-term Evaluation of Project DARE (Drug Abuse Resistance Education): Preliminary Indications of Effectiveness," *Journal of Drug Education* (in press).

11. See also W. DeJong, *Arresting the Demand for Drugs: Police and School Partnerships to Prevent Drug Abuse* (Washington, D.C.: National Institute of Justice, 1987).

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